

Enstone Primary EYFS Progression of Knowledge

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

This document allows staff to see at a glance:

- What children should *know* at each stage of the year
- How knowledge builds progressively and cumulatively
- How each step prepares children for the final ELG expectations
- Where gaps may appear and how to intervene early
- How the curriculum supports long-term memory and conceptual understanding

Communication and Language

ELG Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area	Autumn	Spring	Summer
Listening, Attention and Understanding	Knows that listening helps them understand what someone is saying; knows stories contain characters or familiar elements; knows pictures and books give information; knows people communicate in different ways (talking, gestures).	Knows that questions help us find out more; knows stories follow a sequence (beginning, middle, end); knows different texts have different purposes; knows language can explain ideas and describe events.	Knows how to listen attentively and respond with relevant questions, comments and actions; knows how to understand and talk about stories using key vocabulary; knows how to understand and discuss stories, non-fiction, rhymes and poems; knows how to follow multi-step instructions and understand explanations.

	Knows that conversations involve listening and responding; knows stories have settings and events; knows non-fiction books give real facts; knows facial expressions and tone show feelings.		
Speaking	Knows some new words from familiar stories and routines; knows talking helps share ideas; knows stories can be retold using simple language; knows people use words to share information. Knows new vocabulary can be learned from stories and experiences; knows conversations involve taking turns and speaking clearly; knows stories can be described using key vocabulary; knows questions can clarify meaning.	Knows words can have similar meanings (synonyms); knows language can explain thinking and describe events; knows stories can be retold in sequence; knows explanations need detail.	Knows and uses a wide range of vocabulary from stories, discussions and experiences; knows how to express ideas clearly using full sentences; knows how to retell stories and create narratives using recently introduced vocabulary; knows how to use talk to explain ideas, solve problems and make connections.

Personal, Social and Emotional Development			
ELG Self - Regulation • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.			
Area	Autumn	Spring	Summer
Self- regulation	Knows basic feelings such as happy, sad, angry and worried; knows that feelings change; knows adults help when they feel upset or overwhelmed.	Knows that feelings can be managed using taught strategies; knows that they can talk about how they feel; knows that thinking before acting helps solve problems.	Knows how to identify and name a range of emotions; knows how to manage feelings appropriately; knows how to stay focused on tasks and follow instructions even when

	Knows that different situations can cause different feelings; knows simple strategies to feel calmer (e.g., deep breaths, quiet space); knows that behaviour affects others.		
Managing Self	Knows simple classroom rules; knows that some actions are unsafe; knows that healthy choices include washing hands and eating fruit. Knows why rules keep people safe; knows that some foods are healthier than others; knows that effort helps them improve; knows that routines help them be independent.	Knows how to make safe choices indoors and outdoors; knows why hygiene, sleep and exercise matter; knows that perseverance helps them achieve goals.	Knows how to manage their own basic needs; knows how to make safe and healthy choices; knows right from wrong and understands consequences.
Building Relationships	Knows who is familiar and who is new; knows that friends play together; knows that people have similarities and differences. Knows that kindness helps build friendships; knows that sharing and taking turns help people get along; knows that others may feel differently from them.	Knows how to solve simple friendship problems; knows that listening helps build relationships; knows that people have different preferences, cultures and experiences.	Knows how to form positive relationships; knows how to work and play cooperatively; knows how to show sensitivity to others' needs and feelings.

Physical Development

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Area	Autumn	Spring	Summer
Gross Motor Skills	Knows that the body can move in different ways (run, jump, climb); knows that being active is part of staying healthy. Knows that balance helps them stay steady; knows that spatial awareness helps them move	Knows that different movements require control and coordination; knows that repeated practice improves strength and skill.	Knows how to use a range of movements with control, coordination and confidence; knows that exercise keeps the body strong.

	safely around others; knows that outdoor play strengthens muscles.		
Fine Motor Skills	Knows that tools (pencils, scissors, brushes) must be used safely; knows that hands and fingers help with small movements. Knows that a tripod grip helps with pencil control; knows that tools have specific purposes; knows that hand strength supports writing and cutting.	Knows that letters have specific shapes and starting points; knows that careful control helps with accuracy in drawing, writing and cutting.	Knows how to use tools, pencils and equipment with accuracy and control; knows how to form letters correctly and safely use tools for different tasks.

Literacy			
ELG Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. ELG Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.			
Area	Autumn	Spring	Summer
Comprehension	Knows that print carries meaning; knows that stories contain characters and familiar events; knows that pictures help tell a story. Knows that stories have settings and events; knows that vocabulary can be learned from stories; knows that non-fiction books give real information.	Knows that stories follow a sequence (beginning, middle, end); knows that different texts have different purposes (story, information, rhyme).	Knows how to understand and talk about stories, non-fiction, rhymes and poems using key vocabulary; knows how to retell stories and discuss key events.
Word Reading	Knows that letters represent sounds; knows that print is read left to right and top to bottom.	Knows digraphs represent one sound; knows how to blend and segment words using taught phonics; knows more tricky words by sight.	Knows how to read words and simple sentences using phonics; knows a range of tricky words; knows how to read books matched to their phonics knowledge.

	Knows some letter–sound correspondences; knows that blending sounds helps read simple words; knows that some words are “tricky”.		
Writing	Knows that writing communicates meaning; knows that marks can represent ideas; knows that letters have specific shapes. Knows that letters form words; knows that words form sentences; knows that sounds can be segmented to help spell simple words.	Knows that sentences need capital letters, finger spaces and full stops; knows how to use phonics to spell more complex words.	Knows how to write sentences that can be read by others; knows how to use punctuation correctly; knows how to spell words using phonics and some common exception words.

Mathematics			
ELG Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Shape, Space and Measure There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.			
Area	Autumn	Spring	Summer
Number	Knows that numbers represent quantities; knows that counting involves saying number words in order; knows that small quantities can sometimes be recognised without counting. Knows that numbers can be compared using “more” and “fewer”; knows that counting requires one-to-one correspondence; knows that numbers can be shown in different ways (fingers, objects, pictures).	Knows that numbers can be composed and decomposed (e.g., $5 = 3+2$); knows that doubles are two equal amounts; knows that number bonds help show how numbers combine.	Knows how to automatically recall number bonds to 5 and some to 10; knows how to compare quantities; knows how to understand and represent numbers to 10 in different ways.

Numerical Patterns	Knows simple patterns (e.g., AB); knows that objects can be sorted by colour, size or shape. Knows that patterns repeat; knows that shapes and objects can be ordered by size; knows that positional language describes where things are.	Knows that patterns can be extended and created; knows how to compare length, weight and capacity using everyday language.	Knows how to identify, continue and create repeating patterns; knows how to compare and describe length, weight and capacity using mathematical vocabulary.
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Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Technology

There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

Area	Autumn	Spring	Summer
Past and Present	Knows that some things happened in the past; knows that family members have different ages and experiences; knows that photos show people at different times. Knows that the past is different from now; knows that people's lives change as they grow; knows that stories and pictures can show events from long ago.	Knows that objects, clothing and buildings can tell us about the past; knows that people lived differently in different times.	Knows how to talk about similarities and differences between the past and now; knows how to describe changes in their own life and the lives of others.

People, Cultures and Communities	Knows that families can be similar or different; knows that people live in different homes and places; knows that some places are special to them. Knows that people celebrate different events and traditions; knows that communities have shared places (shops, parks, schools); knows that maps represent places.	Knows that people live in different countries and cultures; knows that places have different features (town, countryside, coast).	Knows how to describe their immediate environment; knows how to talk about different cultures, traditions and places; knows how to understand similarities and differences between life in this country and others.
The Natural World	Knows that plants and animals are living things; knows that weather changes; knows that materials feel different (hard, soft, rough, smooth). Knows that plants need water and light to grow; knows that animals need food and shelter; knows that seasons change across the year.	Knows that materials have different properties and uses; knows that water can change form (ice, liquid); knows that shadows are made when light is blocked.	Knows how to describe the natural world around them; knows how to explain changes in seasons, materials and living things; knows how to make observations and talk about what they notice.

Expressive Arts and Design			
Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.			
Area	Autumn	Spring	Summer
Creating with Materials	Knows that materials look and feel different (colour, texture); knows that tools like glue and scissors help join or cut materials; knows that colours can be named. Knows that materials can be combined for a purpose; knows that colours can be mixed to make new colours; knows that tools have	Knows that different techniques (painting, drawing, printing, collage) create different effects; knows that materials can be chosen to match an idea.	Knows how to safely use and explore a variety of materials, tools and techniques; knows how to plan and create artwork with purpose and evaluate the

	specific uses (brushes for painting, scissors for cutting).		
Being Imaginative and Expressive	Knows that songs and rhymes have tunes and repeated parts; knows that pretend play involves taking on simple roles; knows that instruments make different sounds. Knows that music has rhythm and beat; knows that stories can be acted out using props; knows that characters have simple roles in play.	Knows that songs can be changed or adapted; knows that narratives can be created and developed in play; knows that instruments can be used to create effects.	Knows how to invent, adapt and recount narratives; knows how to sing songs and perform rhymes; knows how to move, play and create with expression and imagination.